

Anti-Bullying Policy



Felix
PRIMARY SCHOOL

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ETHOS

At Felix Primary School, our whole school community is committed to preventing and addressing all forms of bullying. We do not accept bullying in any form and believe that every child, member of staff and family has the right to feel safe, valued and respected.

Guided by our core values of **Pride, Achievement, Resilience and Kindness**, we work hard to create a calm, inclusive and nurturing environment where all pupils can thrive. We understand that behaviour is a form of communication and that bullying behaviours often have complex causes; therefore, these situations are approached with sensitivity, high expectations and a strong emphasis on restorative practice.

At Felix, we are clear that unkind or harmful behaviour is unacceptable. We actively promote positive relationships, respect for difference and a sense of belonging for all members of our community. Pupils are supported to develop empathy, to understand the impact of their actions on others and to take responsibility for repairing relationships when things go wrong.

WHAT IS BULLYING?

At Felix Primary School, bullying is defined as deliberately hurtful behaviour, carried out by an individual or a group, repeated over time, which causes physical, emotional or psychological harm to another individual or group.

Bullying is not a single disagreement or a one-off falling out between children. It is behaviour that creates distress, fear or isolation for the person experiencing it.

Bullying is generally characterised by the following features:

- **Repetition**
Bullying behaviours occur repeatedly over time rather than being isolated incidents.
- **Intent**
The behaviour is purposeful, with the intention to hurt, intimidate or distress another person emotionally, physically or socially.
- **Targeting**
Bullying is usually directed towards a specific individual or group.
- **Power imbalance**
Bullying involves an imbalance of power, whether real or perceived. This may be linked to physical strength, social status, emotional resilience, cognitive differences, or access to a peer group.

Bullying can take many forms, including physical, verbal, emotional and online (cyber-bullying) through text messages, social media, gaming platforms, images or video. Bullying behaviour is often rooted in prejudice and may be directed at pupils

because of actual or perceived differences, including race, religion, gender, sexual orientation, disability, special educational needs, family circumstances, being adopted, being in care or having caring responsibilities.

At Felix, we recognise that bullying is complex and can appear in subtle forms. An imbalance of power may develop through social manipulation, intimidation, social exclusion or psychological control, making it difficult for the victim to defend themselves or ask for help. Low-level behaviour such as name-calling, comments disguised as “banter” or frequent unkind remarks can have a significant impact if repeated over time. When left unchallenged, this behaviour may escalate and discourage pupils from reporting concerns.

We believe that early intervention is essential. Addressing bullying behaviours promptly helps set clear expectations, reinforces our values of kindness and respect and prevents harm from escalating. Through consistent adult responses, restorative practice and strong relationships, we work to support all pupils, those who have been hurt and those who need guidance to make better choices, so that everyone feels safe, included and able to thrive.

FORMS OF BULLYING

Examples of forms of bullying could include:

Physical – direct	Physical – indirect	Verbal	Non-Verbal
Hitting Kicking Spitting Throwing things	Getting another person to assault someone	Verbal insults, Name calling, Spreading malicious rumours, getting another person to insult a victim	Threatening gestures, Obscene gestures Removing or hiding belongings, Deliberate exclusion from an activity

CYBER BULLYING

The rapid development and widespread use of digital technology has created new opportunities for bullying to take place online. Cyber-bullying refers to bullying behaviour that occurs through digital platforms such as mobile phones, messaging apps, social media, email or online gaming. It can take place both in and out of school and may happen at any time of day.

Cyber-bullying can be particularly harmful because it can reach a wider audience very quickly and content can be shared repeatedly with little effort. As a result, a single act can have a prolonged and distressing impact on the person experiencing it.

At Felix Primary School, we take all forms of cyber-bullying seriously. We recognise that online behaviour can feel more difficult for children to escape and that its impact can be significant. Pupils are encouraged to report any concerns about online behaviour to a trusted adult so that appropriate support and action can be taken promptly.

In line with national guidance, the Education Act 2011 gives school staff the power to search, examine and where appropriate, delete data on electronic devices that have been seized, provided the member of staff is authorised by the Headteacher. Parental consent is not required to undertake such a search where there is good reason to do so.

If a prohibited electronic device is seized and a member of staff has reasonable grounds to suspect that it contains evidence of an offence, the device will be passed to the police as soon as reasonably practicable. Any material suspected to be evidence of an offence, or which may be illegal or pose a safeguarding risk, will not be deleted prior to police involvement.

Where material does not appear to be linked to a criminal offence, staff will use professional judgement to decide whether it should be deleted or retained as evidence of a breach of school rules, in line with the school's Behaviour and Safeguarding Policies.

We believe that education and early intervention are key to preventing cyber-bullying. Through the curriculum, assemblies and ongoing dialogue, pupils are taught how to behave safely and responsibly online, how to protect themselves and others and how to seek help when something does not feel right.

PREJUDICE-BASED BULLYING

Prejudice-based bullying refers to bullying behaviour that is motivated by negative attitudes, beliefs or assumptions about a person or group based on a protected characteristic or perceived difference. This type of bullying is particularly harmful because it targets an individual's identity and sense of belonging.

At Felix Primary School, prejudice-based bullying is not tolerated in any form.

Prejudice-based bullying may be related to the following protected characteristics, as set out in the Equality Act 2010:

- Race (including colour, nationality and ethnic or national origin)
- Religion or belief (including lack of belief)
- Disability (including special educational needs and long-term health conditions)
- Sex
- Gender reassignment
- Sexual orientation

Bullying may also be directed at pupils because of other personal or family circumstances, including (but not limited to):

- Being adopted
- Being in care or previously in care
- Having caring responsibilities
- Family structure or background
- Social or economic circumstances

Prejudice-based bullying can take many forms, including verbal abuse, name-calling, teasing, gestures, exclusion, intimidation, online abuse or physical harm. It may be based on actual differences or on perceived differences, where assumptions are made about a child or their family.

At Felix, we recognise that prejudice-based bullying can sometimes be subtle or disguised as “banter”. However, repeated behaviour of this nature can have a significant emotional and psychological impact. All incidents are taken seriously and addressed promptly, using a combination of clear boundaries, restorative practice, education and appropriate sanctions.

Through our curriculum, assemblies and daily practice, we actively promote respect, understanding and kindness, and we work to ensure that every child feels safe, valued and included within our school community.

PREVENTION

At Felix Primary School, we believe that the most effective way to address bullying is to prevent it from occurring in the first place. Prevention is rooted in education, strong relationships and a clear, consistent culture of respect.

We aim to prevent bullying by:

- **Talking openly with children** about relationships, behaviour and kindness and encouraging them to share worries or concerns with trusted adults.
- **Embedding learning about bullying, respect and inclusion across the curriculum**, including through dedicated events such as Anti-Bullying Week, Safer Internet Day and Mental Health Awareness activities.
- **Teaching explicitly through PSHE, circle time and assemblies**, where pupils explore themes such as empathy, diversity, online safety, conflict resolution and the impact of their actions on others.
- **Creating a calm, positive and inclusive ethos**, underpinned by high expectations for behaviour and the clear understanding that unkind or harmful behaviour is unacceptable.
- **Promoting consistent routines and expectations** so that pupils move around the school sensibly, use polite and respectful language and treat adults and peers with courtesy at all times.
- **Celebrating and valuing diversity and difference**, ensuring pupils understand that everyone deserves respect, dignity and a sense of belonging, regardless of background or individual need.

Through these approaches, we aim to empower pupils to make positive choices, develop strong social and emotional skills, and contribute to a safe and supportive school community where bullying is less likely to occur.

IF BULLYING TAKES PLACE

Despite preventative work, we recognise that bullying may still occur. When this happens, staff at Felix Primary School will respond promptly, consistently and sensitively to protect all pupils involved.

In the event of a bullying incident, Felix staff will:

- **Involve parents at an early stage**, ensuring clear communication and reinforcing the message that bullying is not tolerated at Felix.
- **Speak individually with the pupils involved** to establish what has happened, ensuring all voices are heard and information is gathered sensitively and fairly.
- **Address the behaviour of those responsible**, including any pupils who may have supported or reinforced the bullying, so that responsibility is shared and understood.
- **Use professional judgement** to decide whether it is appropriate for the pupil who has been bullied to be present during any meeting with the pupil(s) responsible, prioritising safety, wellbeing and emotional readiness.
- **Clearly explain the impact of the behaviour** to those responsible, helping them to understand the harm caused and their role in repairing relationships and putting things right, in line with restorative practice.

Throughout this process, staff will ensure that pupils who have been bullied are supported, reassured and protected, while pupils who have engaged in bullying behaviour are guided to reflect, take responsibility and make safer, kinder choices in the future.

DISCIPLINARY SANCTIONS

Stage One – Initial Stage

Context

Unkind or harmful behaviour by a pupil or pupils towards another pupil (e.g. name-calling or exclusion) that has come to light for the first time and does not yet appear to be persistent.

Response and Sanctions

- A clear caution for unkind behaviour.
- Restorative conversations led by staff to establish what has happened and the impact of the behaviour.
- Support for pupils to:
 - recognise the harm their behaviour has caused,
 - understand how others think and feel,
 - take responsibility for their actions, and
 - identify how they can repair harm and make better choices in future.

At this stage, staff act as facilitators to stop the behaviour quickly and prevent escalation. The pupil responsible is made aware of the impact of their actions and the consequences of any repetition. The pupil who has been affected is reassured, supported and encouraged to report any further concerns immediately.

The situation is monitored closely in the short term. Staff will use professional judgement to decide whether parents should be informed, based on the nature of the incident and the level of distress caused.

Stage Two

Context

Persistent or repeated bullying behaviour, or a more serious single incident, including behaviour that may have been ongoing but undiscovered.

Response and Sanctions

Sanctions may include (but are not limited to):

- Contact with parents through phone calls, meetings or written communication.
- Written reflections or apologies, where appropriate and agreed.
- Loss of privileges or other sanctions in line with the Behaviour Policy.
- Fixed-term suspension where warranted.
- A clear formal warning that further incidents may place the pupil's place at Felix at risk.
- A structured restorative meeting between the pupil(s) responsible and the pupil who has been affected, only if the affected pupil feels safe and agrees, and always supported by staff.

Parents of both parties are involved promptly. Parents of the pupil who has been bullied will be supported to monitor the situation and encouraged to share any ongoing concerns. The situation is monitored closely and formally reviewed after an agreed period to ensure the pupil feels safe and supported.

Stage Three

Context

Repeated bullying following formal warnings, or where behaviour seriously disrupts the safety, wellbeing or learning of others and previous interventions have not been effective.

Response and Sanctions

- Fixed-term suspension or permanent exclusion, in line with the Behaviour Policy and statutory guidance.

Pupils are expected to demonstrate through their behaviour that they can stop bullying. Where this does not happen, they may forfeit their place within the school community. Stage Three incidents are managed by senior leaders and dealt with formally under the school's Behaviour Policy.

Where a pupil is suspended or permanently excluded as a result of bullying behaviour, parents have the right to appeal in accordance with the School's Appeals Procedure.

INTERVENTION

Support for Children Who Are Bullied

At Felix Primary School, the wellbeing and safety of pupils who experience bullying is a priority. We are committed to providing appropriate, timely and sensitive support, tailored to the individual needs of each child.

The type and level of support offered will depend on the nature of the bullying, the impact on the child and their individual circumstances. Support may include, but is not limited to:

- Reassurance and regular check-ins from a trusted adult who knows the child well.
- Providing emotional support through pastoral staff or structured interventions within school.
- Working closely with parents and carers to ensure a joined-up approach to support.
- Involving the Sapientia Education Trust team where additional advice or capacity is required.
- Access to counselling or therapeutic support where appropriate.
- Implementation of reasonable adjustments or protective strategies within school to help the child feel safe and secure.
- Referral to external support services where this is judged necessary, including local authority children's services.
- Completion of a Common Assessment Framework (CAF) or Early Help referral to coordinate multi-agency support.
- Referral to Child and Adolescent Mental Health Services (CAMHS) where concerns about emotional wellbeing or mental health are identified.

Throughout this process, staff will listen carefully to the voice of the child and ensure that support is reviewed and adapted over time. Our aim is to help every child feel safe, valued and confident, and to restore a positive experience of school following any experience of bullying.

Where Bullying Has a Severe Impact

In some circumstances, experiences of bullying can have a significant impact on a child's social, emotional or mental health, affecting their wellbeing, relationships or ability to engage fully in learning. Where this occurs, Felix Primary School will act promptly to ensure that appropriate support and provision are put in place.

When bullying has had a serious or immediate impact, the school will:

- Prioritise the child's safety, emotional wellbeing and sense of security.
- Put in place short-term supportive provision to reduce distress and remove barriers to learning.
- Agree clear actions and adjustments to support the child in school, which may include pastoral support, safe spaces, trusted adults, modified routines or targeted interventions.
- Work closely with parents and carers to ensure a shared understanding of need and support.
- Monitor the impact of support regularly and adapt provision as required.

If the effects of bullying result in persistent or long-lasting difficulties, particularly where a child experiences significantly greater barriers to learning or emotional regulation than the majority of pupils of the same age, the school will consider whether further assessment is appropriate.

Intervention Support for Pupils Who Bully

At Felix Primary School, we recognise that pupils who engage in bullying behaviour may have unmet social, emotional or developmental needs of their own. Our approach is therefore not only to challenge the behaviour but also to provide appropriate support to help pupils make safer and kinder choices in future.

To support pupils who have bullied others, we may:

- **Talk directly with the child** to explore what has happened, understand underlying feelings or triggers, and support reflection on the impact of their behaviour.
- **Work closely with parents and carers** to share concerns, agree next steps and ensure consistent messages between home and school.
- **Offer Early Help support** for families where wider needs are identified and additional support may reduce barriers to positive behaviour.
- **Provide individual or group interventions**, aligned with the issues identified, to support the development of emotional regulation, empathy, social skills and positive relationships.

All interventions are planned carefully and reviewed regularly. The aim is to support pupils to take responsibility for their actions, develop insight, repair relationships and reduce the likelihood of bullying behaviour recurring, while maintaining clear expectations and boundaries in line with the school's Behaviour Policy.

SAFEGUARDING CHILDREN & YOUNG PEOPLE

At Felix Primary School, safeguarding underpins all aspects of our work, including the way we respond to bullying. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, any bullying incident will be treated as a child protection concern in accordance with the Children Act 1989.

In these circumstances:

- Staff will immediately share concerns with the school's Designated Safeguarding Lead (DSL) or a Deputy DSL.
- The DSL will determine the appropriate course of action and, where necessary, make a referral to local authority children's social care.
- The school will work closely with external agencies to ensure that timely and appropriate action is taken to safeguard the child.

All safeguarding concerns are recorded and managed in line with the school's Safeguarding Policy and statutory guidance. The welfare and safety of the child are always given the highest priority, and bullying concerns that meet safeguarding thresholds are never dealt with in isolation.

Bullying Which Occurs Outside School Premises

Felix Primary School recognises that bullying behaviour can occur outside the school site and beyond the normal school day. Where such behaviour impacts pupils' safety, wellbeing or the orderly running of the school, it will be taken seriously.

Under Sections 90 and 91 of the Education and Inspections Act 2006, the school has the authority to address and discipline pupil behaviour that occurs off the school premises, even when pupils are not under the direct supervision of school staff, where it is reasonable to do so. This may include bullying incidents that take place:

- On school or public transport
- On the way to and from school
- In local shops or public spaces
- Within the local community, town or village centre
- Online, where the behaviour has a clear link to the school community

Where bullying that occurs outside school is reported to staff, the incident may be investigated and appropriate action taken in line with the school's Behaviour and Anti-Bullying Policies. The Headteacher will consider each incident carefully, taking account of the impact on pupils, the seriousness of the behaviour and any safeguarding implications.

In cases where the behaviour may be criminal in nature, involves serious harm or poses a risk to others, the school will always inform the police. Where appropriate, the Headteacher may also liaise with local authority services, such as anti-social behaviour teams, to support a coordinated response.

While the school may investigate and decide upon sanctions for off-site bullying, disciplinary sanctions are only imposed on the school premises or when the pupil is under the lawful control of school staff, such as during a school visit or trip.

Our approach remains focused on safeguarding, accountability and education, ensuring that pupils are supported to make positive choices and that bullying behaviours are challenged wherever they occur.

TRAINING

Felix Primary School is committed to ensuring that all staff are confident, informed and consistent in their approach to preventing and addressing bullying. We recognise that effective practice depends on shared understanding, clear expectations and ongoing professional learning.

All new staff receive a comprehensive induction, which includes clear guidance on the school's Behaviour Policy, Positive Handling Policy and Anti-Bullying Policy. This ensures that expectations, language and procedures are understood from the outset.

Training and development in relation to anti-bullying is not a one-off event but an ongoing professional conversation within the school. The Anti-Bullying Policy is reviewed regularly and staff are kept up to date with any changes or developments through staff meetings, briefings and training sessions.

The sharing of experiences, reflection on practice and evaluation of behaviour and safeguarding information are viewed as integral to professional development at Felix. Staff are encouraged to engage in reflective dialogue, consider emerging patterns or concerns, and contribute to the continuous refinement of our approach to behaviour, inclusion and pupil wellbeing.

Through this commitment to training and reflection, we aim to model consistency, maintain high standards and ensure that all staff are well equipped to support children effectively and respond confidently to bullying concerns.

MONITORING

Class teachers are responsible for monitoring the Anti-Bullying Policy within their own classrooms. This includes recording incidents in line with school procedures and raising concerns where patterns of behaviour emerge, whether relating to individual pupils or groups within the class. Early identification and professional dialogue are key to preventing escalation.

The Headteacher holds overall responsibility for monitoring bullying across the school. Through termly reports, the Headteacher will update the Trust and Trustees on patterns of behaviour, incidents of bullying and any serious concerns. Monitoring and reporting will include evaluation across different pupil groups and characteristics, ensuring that any disproportionate impact is identified and addressed.

The Headteacher's monitoring of behaviour and bullying is subject to external evaluation, including annual reviews commissioned by the Trust. Anti-bullying practice and behaviour may also be a focus of regular monitoring visits carried out by the Trust's central team, providing appropriate challenge, support and assurance.